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### Annotated Bibliography: Interaction with Animals (1998-2013)

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# **An Annotated Bibliography of Research Relevant to Interaction with Animals**

**1998-2013**

**The Humane Society Institute for Science and Policy**

**Compiled by Erich Yahner**

**(All Abstracts and Summaries from Authors or Publishers)**

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## **JOURNAL ARTICLES**

**Arluke, A. (2003). Childhood origins of supernurturance: The social context of early humane behavior. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 16(1), 3-27.**

The present study examined how strong humane inclinations in children are shaped and encouraged through interactions with human and nonhuman animals. Ethnographic interviews were conducted with 30 supernurturing children and 30 parents attending a pre-veterinary summer camp operated by an American university. Themes associated with supernurturance included validating the importance of animals, teaching nurturance, identifying as an animal person, seeing animals as helpers, and assuming responsibility. Results suggest that a single magic bullet cannot be tweaked to instill or heighten compassion for animals. Rather, an array of social psychological factors together contribute to animal supernurturing by children.

**Ballouard, J., et al. (2013). Schoolchildren and one of the most unpopular animals: Are They Ready to Protect Snakes? *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 26(1), 93-109.**

For cultural reasons and due to the narrow vision of environmental policy makers, most conservation efforts focus on a few charismatic species and consequently neglect the majority of others under threat; many unpopular species are even killed in large numbers with little concern. Redressing this bias through educational programs is therefore important. Snakes are unpopular animals; they suffer from human harassment in most places and many populations have declined worldwide. Consequently, they provide suitable substrate to better improve conservation education in schoolchildren. Responses to a questionnaire administered to 2,570 schoolchildren (7-14 years old) from 10 countries showed that many children liked snakes and that most of the students wanted to see snakes protected. Such counterintuitive results were supported by the explanations given by the children, notably the reasons they liked or disliked snakes. Previous physical contact with snakes was often associated with snake likeability. We also found strong and expected differences between countries: for instance, where venomous snakes represented a health risk, most children declared to be afraid of snakes. Overall, our results negate the simplistic, and previously unverified, adult view that snakes are necessarily perceived as frightening animals, thereby justifying their persecution. This study provides an encouraging message, suggesting that it is not compulsory to focus on charismatic animals to convince children to protect wildlife.

**Bekoff, M. (2009). Teach the children well: Compassion for animals displayed in the classroom. *Encounter*, 22(1), 16-17.**

A personal narrative is presented which explores the author's experience of teaching some fourth-graders at Foothills Elementary School in Boulder, Colorado where their discussion centered on the guiding principles of Jane Goodall's worldwide Roots and Shoots program.

**Daly, B., & Suggs, S. (2010). Teachers' experiences with humane education and animals in the elementary classroom: implications for empathy development. *Journal of Moral Education*, 39(1), 101-112.**

An increasing amount of research has emerged in recent years regarding the benefits that household pets have for individuals, much of which focuses on child-pet relationships. A number of studies have explored the role of pets in elementary classroom settings and what advantages their presence might have. Current curricula aimed at promoting humane education are also related to the use of animals as teaching tools in classrooms. This study examined teachers' attitudes and experiences regarding the use of pets in the classroom. Both quantitative and qualitative data were collected from approximately 75 elementary classroom teachers, revealing the way in which animals were used in their teaching practices, as well as their views on some of the advantages of using pets in the classroom. The majority of teachers surveyed believed that the use of live pets in the classroom contributed positively to increased empathy, as well as socio-emotional development, in students, much of which is supported by current research. Implications for further research are considered.

**Endenburg, N., & van Lith, H. A. (2011). The influence of animals on the development of children. *The Veterinary Journal*, 190(2), 208-214.**

There is a widespread belief that interaction with an animal is beneficial for the development of children, and several studies (most with methodological shortcomings) have investigated the influence of (companion) animals on the social-emotional and cognitive development of children. In this article, the 1984 model of Professor Jay Belsky has been used to describe which variables influence the development of children and how the companion animal-child interaction influences these variables. The value of the AAA/AAT (Animal Assisted Activities/Animal Assisted Therapy) programmes in children with a wide variety of clinical and social problems, such as behaviour problems and autistic spectrum symptoms, is discussed. The findings suggest that (companion) animals positively influence children's development and have a valuable role in therapy.

**Mariti, C., Papi, F., Mengoli, M., Moretti, G., Martelli, F., Gazzano, A. (2011). Improvement in children's humaneness toward nonhuman animals through a project of educational anthrozoology, *Journal of Veterinary Behavior: Clinical Applications and Research*, 6(1), 12-20.**

The aim of the current research was to assess the effects of a project of educational anthrozoology on primary-school children. The study focused on 201 school children, aged 9-11 years, who had no impairment. The project consisted of four 40-minute meetings conducted by the authors in the classroom. Lessons discussed dogs, cats, and rabbits; the teaching modules focused on behavior, communication, and ethological needs of these species. Analyses showed that attending the lessons led to the following positive results: a reduction of children's fear of pets, an increase in knowledge and education of the animal world, an improvement of the children's perception of animals, a possible improvement of the relationship with pets, a higher sense of responsibility toward animals, especially owned ones. Children who did not have a pet showed a proportionally higher improvement. Therefore, the prospect of integrating such teaching in to school syllabi is desirable.

**O'Haire, M.E., McKenzie, S.J., McCune, S., Slaughter, V. (2013). Effects of animal-assisted activities with guinea pigs in the primary school classroom. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 26(3), 445-458.**

This study investigated the effects of a classroom-based animal-assisted activities (AAA) program with guinea pigs on the social functioning of primary school children. We hypothesized that participants in the experimental condition ( $n = 64$ ), compared with a waitlist control group ( $n = 64$ ), would demonstrate improvements in social functioning following the program. Parents and teachers used the Social Skills Rating System (SSRS) to evaluate the social skills and problem behaviors of 128 participating children (age range = 4.8 to 12.7 years) before and after an 8-week period. Teachers also rated academic competence at

both time points. Children who participated in the AAA program demonstrated significantly greater improvements in social functioning than their control group peers, as defined by greater increases in social skills (teacher SSRS) and decreases in problem behaviors (parent and teacher SSRS). There were no significant differences between the groups in academic competence. AAA participants demonstrated significant increases in social skills and decreases in problem behaviors from pre- to post-program on the teacher version of the SSRS. Control group participants did not show significant changes on these measures. These findings suggest that an AAA program with guinea pigs may be a feasible addition to the primary school classroom in order to improve social functioning. Further component analysis will be necessary to determine whether the animal is the active ingredient in AAA programs of this nature.

**O'Haire, M. E., McKenzie, S. J., Beck, A. M., & Slaughter, V. (2013). Social behaviors increase in children with autism in the presence of animals compared to toys. *Plos ONE*, 8(2), 1-10.**

Background: Previous research has demonstrated the capacity of animal presence to stimulate social interaction among humans. The purpose of this study was to examine the interactions of children with autism spectrum disorder (ASD) with an adult and their typically-developing peers in the presence of animals (two guinea pigs) compared to toys. Methods: Ninety-nine children from 15 classrooms in 4 schools met the inclusion criteria and participated in groups of three (1 child with ASD and 2 typically-developing peers). Each group was video-recorded during three 10-minute, free-play sessions with toys and three 10-minute, free-play sessions with two guinea pigs. Two blinded observers coded the behavior of children with ASD and their peers. To account for the nested study design, data were analyzed using hierarchical generalized linear modeling. Results: Participants with ASD demonstrated more social approach behaviors (including talking, looking at faces, and making tactile contact) and received more social approaches from their peers in the presence of animals compared to toys. They also displayed more prosocial behaviors and positive affect (i.e., smiling and laughing) as well as less self-focused behaviors and negative affect (i.e., frowning, crying, and whining) in the presence of animals compared to toys. Conclusions: These results suggest that the presence of an animal can significantly increase positive social behaviors among children with ASD.

**Osborne, S. J., & Bair, R. (2003). Healing inmates' hearts and spirits with man's best friend. *Corrections Today*, 65(2), 122-123, 146.**

Discusses the therapeutic benefits and healing effects of the Canine Assistance, Rehabilitation, Education and Services (CARES) dog-training program on inmates. Goals of the CARES program; Types of dogs trained under the program; Services provided by CARES staff to inmate trainers; Roles played by trained dogs.

**Rud, J., Anthony, G., & Beck, A. M. (2003). Companion animals in Indiana elementary schools. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 16(3), 241-251.**

This descriptive study examines data on the presence of pets in elementary classrooms in a sample of rural, suburban, and urban elementary school classrooms in Indiana, and suggests a rich area for researchers interested in human-animal interactions in school settings. A convenience sample of rural, suburban, and urban teachers was compiled from the state department of education's database, and surveys were sent to 2,149 teachers in 115 schools. More than 25% of the responding teachers' classrooms contained a variety of animals, mostly small vertebrates. Teachers used animals to provide enjoyment and hands-on educational experiences for students. This article extends similar classroom research by Zasloff, Hart and DeArmond (1999). The educational value of classroom animals is not often appreciated or studied, and the results of this study suggest this is a productive area for interdisciplinary research.

**Siegel, W. (2004). The role of animals in education. *Revision*, 27(2), 17-26.**

Addresses the role of animals in education. Influence of interaction with animals on socializing and humanizing children; Reasons for the success of interventions involving animals; Effect of animal interactions in reducing stress and blood pressure.

**Smith, M. H., Meehan, C. L., Enfield, R. P., & Castori, P. (2005). Using drawings to assess self-animal perceptions. *Anthrozoös: A Multidisciplinary Journal of the Interactions of People & Animals*, 18(2), 122-139.**

The article provides information on a study that discusses the pros and cons of an educational intervention that utilizes imitation animal artifacts rather than live animals to help children develop an understanding for animals. The study assesses the children's perceptions of their relationships to animals as a result of these artifacts. It informs that their relationships to animals were analyzed by means of a drawing assessment tool. The article states that the number of opportunities for children to interact with live animals in education settings is restricted due to several factors, including logistical, regulatory, and/or budgetary reasons; health concerns and issues of animal welfare. In this context, it informs about "Animal Ambassadors" curriculum activities. This curriculum uses inquiry methods that emphasize concept development and application through student exploration. The activities are age-appropriate. Children's drawings have been used successfully as assessment tools in studying the human-animal bond.

**Zasloff, R., & Hart, L. A. (1999). Animals in elementary school education in California. *Journal of Applied Animal Welfare Science*, 2(4), 347.**

Focuses on the use of animals in elementary school education in Stanislaus County, California. Importance of live animal models for teaching children humane values; Pros and cons of keeping live animals in classroom; Use of animal specimens in instructional activities; Instructional resources and activities pertaining to animals aside from animals and specimens used by teachers.

## BOOKS

**Arluke, A., & Sanders, C. (2009). *Between the species: Readings in human-animal relations*. Boston: Pearson AandB. ISBN: 9780205594931.**

This anthology, from the literature of sociology and other disciplines as well, examines the various roles that animals play in human societies, and the interactions between people and animals.

**Daston, L., & Mitman, G. (2005). *Thinking with animals: New perspectives on anthropomorphism*. New York: Columbia University Press. ISBN: 9780231130387.**

Is anthropomorphism a scientific sin? Scientists and animal researchers routinely warn against "animal stories," and contrast rigorous explanations and observation to facile and even fanciful projections about animals. Yet many of us, scientists and researchers included, continue to see animals as humans and humans as animals. As this innovative new collection demonstrates, humans use animals to transcend the confines of self and species; they also enlist them to symbolize, dramatize, and illuminate aspects of humans' experience and fantasy. Humans merge with animals in stories, films, philosophical speculations, and scientific treatises. In their performance with humans on many stages and in different ways, animals move us to think. From Victorian vivisectionists to elephant conservation, from ancient Indian mythology to pet ownership in the contemporary United States, our understanding of both animals and what it means to be human has been shaped by anthropomorphic thinking. The contributors to *Thinking with Animals* explore the how and why of anthropomorphism, drawing attention to its rich and varied uses. Prominent scholars in the fields of anthropology, ethology, history, and philosophy, as well as filmmakers and photographers, take

a closer look at how deeply and broadly ways of imagining animals have transformed humans and animals alike. Essays in the book investigate the changing patterns of anthropomorphism across different time periods and settings, as well as their transformative effects, both figuratively and literally, upon animals, humans, and their interactions. Examining how anthropomorphic thinking "works" in a range of different contexts, contributors reveal the ways in which anthropomorphism turns out to be remarkably useful: it can promote good health and spirits, enlist support in political causes, sell products across boundaries of culture of and nationality, crystallize and strengthen social values, and hold up a philosophical mirror to the human predicament.

**Flynn, C. P. (2008). *Social creatures: A human and animal studies reader*. New York: Lantern Books. ISBN: 9781590561232.**

Other-than-human animals are an overwhelming presence in our collective and individual lives and, at the same time, are taken for granted by human animals. Scholars have neglected the study of human-animal interaction and the role of animals in society. This is true, despite the fact that animals are an integral part of our lives: in our language, food, families, economy, education, science, and recreation. In more than thirty essays, *Social Creatures* examines the role of animals in human society. Collected from a wide range of periodicals and books, these important works of scholarship examine such issues as how animal shelter workers view the pets in their care, why some people hoard animals, animals and women who experience domestic abuse, philosophical and feminist analyses of our moral obligations toward animals, and many other topics. *Social Creatures* includes work by Peter Singer, Tom Regan, Carol J. Adams, Josephine Donovan, Barbara Noske, Arnold Arluke, Ken Shapiro, and many leading sociologists, anthropologists, and psychologists. The book also comes with an extensive bibliography of hundreds of articles and books.

**Hurn, S. (2012). *Humans and other animals: Cross-cultural perspectives on human-animal interactions*. London: Pluto Press. ISBN: N/A.**

*Humans and Other Animals* is about the myriad and evolving ways in which humans and animals interact, the divergent cultural constructions of humanity and animality found around the world, and individual experiences of other animals. Samantha Hurn explores the work of anthropologists and scholars from related disciplines concerned with the growing field of anthrozoology. Case studies from a wide range of cultural contexts are discussed, and readers are invited to engage with a diverse range of human-animal interactions including blood sports (such as hunting, fishing and bull fighting), pet keeping and 'petishism', eco-tourism and wildlife conservation, working animals and animals as food. The idea of animal exploitation raised by the animal rights movements is considered, as well as the anthropological implications of changing attitudes towards animal personhood, and the rise of a posthumanist philosophy in the social sciences more generally. Key debates surrounding these issues are raised and assessed and, in the process, readers are encouraged to consider their own attitudes towards other animals and, by extension, what it means to be human.

**Jalongo, M. R. (2004). *The world's children and their companion animals: Developmental and educational significance of the child/pet bond*. Olney, MD: Association for Childhood Education International. ISBN: 9780871731623.**

United by the belief that bonds with companion animals contribute immeasurably to children's development and education, the authors and editor present this new ACEI book. Even if not animal enthusiasts to begin with, those who spend their days in the company of children often become attached to companion animals, or at least learn to adjust to them. For many of the world's children, pet keeping is inextricably linked with intense emotions that run the gamut from the joy and pride of being a pet owner to the grief and loss when a pet is surrendered or dies. Everyday experience and observation would dictate that the young human animal's ties to other species often are major developmental incidents, with lifelong implications. Companion animals should matter to educators, if for no other reason than that they matter so much to children.

**Knight, S., & Herzog, H. A. (2009). *New perspectives on human-animal interactions: Theory, policy and research*. Malden, Mass: Wiley-Blackwell Pub. ISBN: 9781444333060.**

Animals are important in human psychological and cultural life, and our relationships with other species are psychological and morally complicated. This special issue presents a series of original research articles concerning attitudes towards animals, the ethics of their treatment, the effects of companion animals on human health and psychological well-being, and the role that culture plays in our interactions with other species. The articles illustrate the scope of the new field of human-animal relationships, the variety of research approaches, and the implications of research findings for social policy.

**Lind, N. (2009). *Animal assisted therapy activities: To motivate and inspire*. Lombard, IL: PYOW Pub., Ink. ISBN: 9780976696582.**

Animal Assisted Therapy Activities to Motivate and Inspire is an excellent resource for pet therapy teams, educators, and therapists. Professionals will benefit from the clearly outlined instructions with educational and clinical application suggestions from Nancy Lind, a pioneer in the area of Pet Therapy. The goal-directed cross-referenced charts in the appendix provide practitioners with the perfect framework for matching a participant's goals to a specific pet-activated task. This book eliminates the need to reinvent activities for each setting, and challenges professionals to improvise. Core activities, combined with the special attributes of the pet and human team members, create the perfect context for participants with physical, social and educational challenges to enhance skills and experience success. For pet therapy volunteer teams, it encourages thinking about each activity and developing it for each unique situation. The book gently reminds us that we need to learn from each other and need to allow our dogs to naturally interact with each participant to achieve their own individual success.

**McCardle, P. D. (2011). *Animals in our lives: Human-animal interaction in family, community, and therapeutic settings*. Baltimore: Paul H. Brooke. ISBN: 9781598571578.**

What do we know about the benefits of human-animal interaction (HAI) and what future research needs to be done to ensure high-quality, evidence-based practices? Find out in this book, a resource that presents the latest research on the positive effects of animal therapies and interactions on child health and development. Gathering contributions from the leading experts in the HAI field, this state-of-the-art research volume is essential for anyone interested in the impact animals have on child development, whether through interaction with pets or through more formal interventions like therapeutic horseback riding or assistance dogs. Program administrators, researchers, and practitioners will explore the current evidence on: how children with disabilities— including autism— can benefit from animal therapies; how animals can strengthen empathy, trust, relationships, and other hallmarks of social competence; why animal-assisted intervention is valuable for children with mental health issues and physical illnesses; how animals in classrooms can motivate children to learn and enhance a wide range of developmental skills; which key factors help ensure ethical HAI practices; how to reduce risks associated with child– animal interactions, including allergies, bites, and viruses; and why pet ownership can benefit both a child and the whole family. To help them shape the future of the emerging HAI field, readers will examine the fundamental principles of evidence-based practice, learn how to meet the challenges of designing and sustaining HAI research, and get a framework to use as a starting point for new research studies. Whether used as a text or as a reference for researchers and decision makers (or as a source of information for pet owners and parents), this book will help readers take the first important steps toward ethical, evidence-based HAI practices that really improve child outcomes.

**McCardle, P. D. (2011). *How animals affect us: Examining the influence of human-animal interaction on child development and human health*. Washington, DC: American Psychological Association. ISBN: 9781433808654.**

From infancy through old age, many people's lives are enriched by the love of a pet. In addition, both volunteer and trained service animals are an increasingly common sight as they participate in hospital, school, and nursing home visitation and therapeutic programs. Yet, there has been little scientific research on the role that pets and therapeutic animals play in our health and development. While animal-assisted therapies appear promising, they often lack solid evidence of effectiveness. More research is therefore needed to understand the effects of human-animal interaction (HAI) and to optimize the value of this interaction. The findings in this volume deepen our understanding of human and animal behavior, including the impact that pets can have on children's development and the efficacy of animal-assisted therapies. This volume first addresses HAI research methodology, including recommended research designs, terminology, and topics for further exploration. It then summarizes the progress of HAI research in child development and human health, including how young children think about animals, links between children's early abuse of animals and later conduct disorders, the association between pet ownership and better health, and whether such health improvements result in health cost savings. The volume ends with a detailed agenda for future research. With its interdisciplinary approach, this book will appeal to a wide range of researchers and practitioners interested in what happens when people meet and engage with animals.

**Myers, G., & Myers, G. (2007). *The significance of children and animals: Social development and our connections to other species*. West Lafayette, Ind: Purdue University Press. ISBN: 9781557534293.**

What role does an animal play in a child's developing sense of self? This book addresses these and other intriguing questions by revealing the interconnected lives of the inhabitants of the preschool classroom with birds, turtles, bugs, and other creatures. This book will be delightful and rewarding for parents, educators, and students of early childhood social development, as well as scholars of the intersection of human experience and the natural environment.

**Pedersen, H. (2010). *Animals in schools: Processes and strategies in human-animal education*. West Lafayette, Ind: Purdue University Press. ISBN: 9781557535238.**

*Animals in Schools* explores important questions in the field of critical animal studies and education by close examination of a wide range of educational situations and classroom activities. How are human–animal relations expressed and discussed in school? How do teachers and students develop strategies to handle ethical conflicts arising from the ascribed position of animals as accessible to human control, use, and killing? How do schools deal with topics such as zoos, hunting, and meat consumption? These are questions that have profound implications for education and society. They are graphically described, discussed, and rendered problematic based on detailed ethnographic research and are analyzed by means of a synthesis of perspectives from critical theory, gender, and postcolonial thought. *Animals in Schools* makes human–animal relations a crucial issue for pedagogical theory and practice. In the various physical and social dimensions of the school environment, a diversity of social representations of animals are produced and reproduced. These representations tell stories about human–animal boundaries and identities and bring to the fore a complex set of questions about domination and subordination, normativity and deviance, rationality and empathy, as well as possibilities of resistance and change.

**Podberscek, A. L., Paul, E. S., & Serpell, J. (2000). *Companion animals and us: Exploring the relationships between people and pets*. Cambridge, UK: Cambridge University Press. ISBN: 9780521631136.**

Over the past thirty years there has been a tremendous growth in interest in the multidisciplinary field of human-companion animal interactions and relationships. The increased interest in human-pet relationships is not surprising considering that pets are kept in at least half of the households in Western societies. What is so special about the relationships people have with their pets? Are we very different from our ancestors in



the way we feel about animals? What does pet keeping tell us about ourselves and our relationships with people? Can pets be good for our health? Does having pets help promote empathy for other humans? Companion Animals and Us brings together some of the newest research from a wide variety of disciplines including anthropology, history, psychology, sociology, and human and veterinary medicine to explore these and many other questions. This book will provide fascinating reading for anyone interested in understanding more about the human-pet relationships.

**Rivera, M. A. (2004). *Canines in the classroom: Raising humane children through interactions with animals*. New York: Lantern Books. ISBN: 9781590560532.**

Humane education teaches respect for all living things to people of all ages. Michelle Rivera, author of *Hospice Hounds: Animals and Healing at the Borders of Death*, shows how raising awareness of the needs of animals and society's responsibility to them can help stop not only violence against animals but also violence against humans. Out of her research and interviews with experts in psychology, education and sociology, Rivera has created a guide for all who want to begin teaching humane education in their homes, classrooms, communities, churches and organizations.